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ABSTRACT

Designed by the library community and approved by the Maryland Advisory Council on Libraries, the Maryland Library Association, and the State Board of Education, this master plan establishes directions and targets for meeting the library needs of Maryland citizens for the next five years. The result of a series of formal and informal meetings of the Advisory Planning Committee made up of academic, public, school, and special librarians and lay persons, it sets forth four major goals: public access to and encouragement to use libraries and media centers; services to faculty, students, and staff; interlibrary cooperation; and services to special populations. Subordinate objectives for accomplishment by governmental, educational, and library agencies from the state through the local level are provided. The plan calls for implementation during the period 1981-86 through the mutual efforts of the concerned agencies; stipulates financial support requirements to the state executive and legislative branches; and requests guidelines and staff, technical, and program assistance from the State Department of Education. A 35-item bibliography and a directory of the planning committee members are included. (RAA)

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MARYLAND PLAN FOR LIBRARIES

1981 - 1986

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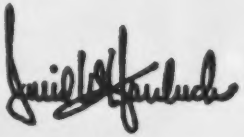
Foreword

The following plan is the result of a major effort by the library community in Maryland to identify the library needs of Maryland citizens and establish directions and targets for meeting those needs during the next five years.

This plan has been reviewed and approved by the Maryland Advisory Council on Libraries, the Maryland Library Association, and the State Board of Education.

The Department of Education will make every effort to complete the many activities assigned to it by this plan and will strive for the successful implementation of all the goals and objectives. The final results, however, will be primarily determined by the extent to which local public libraries, school library media centers, academic libraries, and special libraries identify the needs of their users in this plan, develop their own local plans, and effectively implement these in their own communities. The value of this plan to Maryland residents will be the sum total of these efforts.



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Introduction

People need accurate information to cope with an increasingly complex society. Libraries exist to reach out and to serve all citizens as a primary source of information, knowledge, and personal enrichment. They provide a door to our rich historical, ethnic, and cultural past and information required for the future.

Libraries in Maryland in the 1980's face the challenge of identifying and meeting the needs of a wide variety of people whose interests and needs are both continuous and ever changing to meet new societal and personal demands.

Technological changes are reshaping the way information is stored and communicated. New formats vie with traditional print materials as libraries cope with ways to make information accessible and available in the face of rising costs and limited resources.

The Maryland Plan for Libraries, 1981–1986, is designed to assist state and local library agencies and educational institutions in the planning and implementation of programs for improved services to all Maryland residents. Its goals and objectives focus on users and potential users of all types of libraries and school media centers and on their needs for information. The Plan recognizes the commonality of goals shared by libraries of all types and the interdependence of libraries in assuring that each person has full access to the information and other library resources needed.

DEVELOPING THE PLAN

The Maryland Plan for Libraries, 1981–1986, was developed under the aegis of the Division of Library Development and Services of the Maryland State Department of Education. The Division of Library Development and Services has the legal responsibility to "provide leadership and guidance for the planning and coordinated development of library and information services in the State" and "to encourage and support the development of coordinated programs and services that will provide the widest possible access to library and information resources of the State and insure more effective and economical services to all library users." (Annotated Code §23: 23–101 to 23–407)

In preparation of the Plan, a series of formal and informal meetings were held. A Steering Committee and an Advisory Planning Committee were formed; made up of academic, public, special librarians, school library media staff and lay members. The Planning Committee, at a two-day meeting in the Spring of 1980, helped to determine the scope and content areas of the Plan. The first draft was distributed to more than 150 libraries, educational officials and groups. A number of meetings were held to discuss the draft. The second draft took into consideration the comments and suggestions received.

The Planning Committee met on November 9 and 10, 1980 to discuss the second draft. The Plan was approved and endorsed by this Committee with minor modifications made at the meeting.

The Plan would not have been possible without the active involvement of the Planning Committee and the participation and review of the initial draft by school, media, public, and academic and special librarians and education officials.

FORMAT OF THE PLAN Each of the goals is represented by a number to the left of the decimal point (e.g. 1.). There are a total of four goals. Each of the objectives is represented by a number to the right of the decimal point (e.g. .1). There are five objectives associated with goal one (e.g. 1.1, 1.2, 1.3, 1.4, 1.5), five objectives with goal two, three objectives with goal three, and six objectives with goal four.

For goal one, sub-objectives are stated separately for academic, public, special libraries and school library media centers. They are identified by the word *sub-objective* and all numbered *1.1*. The *Recommended Actions* follow the sub-objective and rationale. In all other objectives in the *Plan* the *Recommended Actions* are presented in columns by type of library. Where an action is appropriate to more than one type of library it occupies the spaces under the types of library column and carries the same recommended action number.

SCOPE OF THE PLAN *The Maryland Plan for Libraries, 1981–1986*, succeeds and builds upon the *1976–80 Master Plan for Libraries* and the progress in library development during that period. The Plan for 1981–86 emphasizes the needs for improved library services identified through the Maryland Governor's Conference on Libraries of 1979. Its objectives and recommended actions are concurrent with planning documents of the State Board of Education and the State Board of Higher Education.

The purposes of the Maryland Plan are:

to articulate citizens' needs for library and information services,

to delineate governmental and library responsibilities at state and local levels through specific objectives and recommended action to meet these needs,

to provide a framework and direction for library development, and

to identify and emphasize the value of a coordinated approach to serving users through resource sharing and networking programs and the utilization of new technologies.

The goals and objectives of the Plan focus on the library and information needs of all citizens. These goals and objectives are consistent with the purposes of academic, public, special libraries, and school library media centers.

The objectives address both the broad needs of the general population and the specific needs or clientele that require emphasis.

The recommended actions are designed to assist state and local officials, responsible for libraries and school library media centers, in developing their own implementation plans. These recommendations identify and suggest lead, support, and cooperative actions to be undertaken.

The Maryland Plan is not a radical departure from plans, programs, and activities that are currently underway in many libraries. Users of all types of libraries in Maryland have received high quality services. This Plan builds on the strengths of these existing services by identifying areas requiring additional emphasis and effort in the next five years.

The Maryland Plan is intended as a guide and a framework for improving library services for all residents of the state. Participation in the recommended actions is entirely voluntary on the part of each individual library or school library media center. The extent to which the objectives will be achieved will be determined by the amount and effectiveness of that participation.

This Plan represents a coordinated approach to the development of library services for the users of all types of libraries and media centers. It does not, however, supplant other plans which place the library or school library media center within the larger context of the parent institution or community, such as the *Maryland State Plan for Post Secondary Education* or the plans of local education agencies.

Implementation of the Plan

Implementation of the *Maryland Plan for Libraries, 1981–1986*, will require positive decisions and actions by governmental, educational, and library officials at state and local levels.

1) The major concepts of the Plan need the endorsement and support of state and local education and library officials and of the library administrators of academic, public, special, and school library media center programs.

2) Each library and school library media center should continue to assess the needs of its own clientele and develop its own specific plan to meet these needs.

   National or state standards, guidelines, and other criteria for each type of library should be used as one basis for determining the overall quality and quantity of library resources needed: books and other materials, staff, service programs, facilities. However, the specific resources needed by that community or clientele should be determined locally.

3) Some of the needs identified in the Plan have financial implications which exceed current operational budgets or require reallocation of existing resources. Specific support actions needed include:
   a) The Governor and the General Assembly should enact legislation to increase the State Aid formulae for public libraries from $5.00 to $8.00 per capita.
   b) The State Board of Education should take a leadership role in assuring that there is financial support at the local level to provide qualified library media personnel and adequate collections in schools to meet the instructional needs of students.
   c) The State Board for Higher Education, in conjunction with the segmental governing boards, should develop budgetary guidelines which establish an adequate level of financial support for each publicly supported academic library justified in terms of the mission and other characteristics of the parent institution.
   d) The State Department of Education, the State Department of Health and Mental Hygiene, and the State Department of Public Safety and Correctional Services should seek to provide increased financial support for needed library services to residents in state institutions.
   e) The State Department of Education should seek to provide increased funds to the Library for the Blind and Physically Handicapped in order to meet the library needs of the blind and physically handicapped residents of Maryland.
   f) Maryland officials should support federal library legislation and appropriation bills that will provide federal funds to support the implementation of this Plan.

4) The State Department of Education, through the Division of Library Development and Services, will provide:
   a) initiative, technical assistance, and other support services to local public library and education officials in needs assessment, planning, and evaluation of public library and school library media services, consultant services, and technical assistance to other libraries as requested;
   b) assistance and programs for staff development for all types of libraries; and
   c) guidelines, staff assistance, and other support services for the development of new or extended services.

5) The State Board for Higher Education, in conjunction with segmental governing boards, will need to provide support services that will assist the academic libraries of the various segments within higher education in developing and sharing resources to meet needs of students and faculties.

6) Cooperation among libraries of all types and with other information agencies will need to become a reality at local, regional, and state levels to maximize utilization of all resources in meeting informational needs of Maryland residents.

The Division of Library Development and Services and the State Board for Higher Education will need to continue cooperative planning and development of networking services for all types of libraries.

State officials should develop and state administration officials approve a network plan giving a firm basis for state and local support of networking services and activities.

The Mission Statement and Goals

All Maryland residents are entitled to secure needed information and materials in a form that can be used and understood. Maryland libraries and school library media centers fulfill their purpose to the extent to which they meet the informational, educational, or recreational needs of their clienteles.

GOAL 1 Maryland residents will be able to obtain, and will be encouraged to use, library materials and services to meet their needs. These materials and services should be available within a timeframe and in a format satisfactory to the user's purposes through any type of library or school media center appropriate for their use.

GOAL 2 All persons engaged in formal educational programs will be able to obtain and use a variety of materials and services to meet their instructional needs.

Faculty and staff in educational agencies, institutions, and programs will be able to obtain and use a variety of instructional resources to meet the needs of their students as well as their own needs for research and professional growth.

These materials and services should be available within a timeframe and in a format satisfactory to faculty, staff, and students' needs through the library or school library media center of the institution with which the user is affiliated.

GOAL 3 Residents of Maryland will be able to obtain library materials, not available in their local library, through that library's participation in a resource sharing network and other cooperative activities.

GOAL 4 Those Maryland residents with limited access to library service because of physical, emotional or mental impairment or restricted mobility will be able to receive library service to meet their educational, recreational, and informational needs.

Goal 1

Maryland residents will be able to obtain, and will be encouraged to use, library materials and services to meet their needs. These materials and services should be available within a timeframe and in a format satisfactory to the user's purposes through any type of library or school media center appropriate for their use.

OBJECTIVE 1.1 By 1986, users of public, academic, and special libraries and school library media centers will be increasingly able to find needed materials and information from their own library or library system.

Rationale

People use library materials and services for a wide variety of purposes: to pursue formal and informal educational programs, to obtain information, and for personal enjoyment.

Libraries of different types differ in their primary purposes and clientele and the primary use made of their resources:

. . . Academic libraries to meet the instructional and research needs of the faculty, staff, and students.
. . . Public libraries to serve a broad range of needs and interests of the children and adults in their community whether for information, informal education, back-up for formal education, or personal enjoyment.
. . . School library media centers to support the instructional program and to foster the establishment of lifelong reading habits.
. . . Special libraries to support the specialized purposes of their institution.

For whatever purpose, all library users should have a reasonable chance of finding the material desired either in or through their primary library.

Sub-Objective 1.1 Academic Libraries

By 1986, users of academic libraries will be able to obtain more satisfactory results from searching for specific items identified by author or title or for information or items in a subject area.

Rationale

An academic library exists to serve the research and instructional needs of its institution's students, faculty, and staff. Library standards and formula guidelines have traditionally focused on the equitable allocation of resources among libraries serving a wide spectrum of institutions within higher education based on such factors as enrollment and number and level of academic programs. Although this approach has value in correlating the collection size and budget of a library to the size, role, and mission of its parent institution, it does not emphasize a client-oriented approach to meeting information needs. Academic libraries should work to develop appropriate measures of performance which accurately portray the degree of user satisfaction in obtaining materials and responses to requests for information.

Recommended Actions

1) Academic libraries should assess user needs for library materials and services.

2) Academic libraries should meet user needs through purchase of the appropriate materials and services and through providing instruction to users to increase their ability to use the available library and information services effectively.

Sub-Objective 1.1 Public Libraries

By 1986, users of public libraries will be able to obtain from their library: (a) satisfactory browsing material 85 percent of the time, (b) specific titles 70 percent of the time, and (c) satisfactory subject material or information 65 percent of the time.

Rationale

The degree of availability of materials for browsing, of a specific title or of subject information, varies according to a number of factors. Based on user studies done in nine counties, [15]the following can be said about availability of materials and information in these counties:

Browsing—the ability of people to get suitable reading materials through browsing ranges from 63 percent to 89 percent with an average of 81 percent.

Specific title—the ability of people to get a specific desired title from their local public library ranges from 28 percent to 73 percent with an average of 55 percent.

Subject—the ability of people to find satisfactory information on a specific subject ranges from 32 percent to 65 percent with an average of 52 percent.

This information was gathered by interviewing people as they left the library about the purpose and success of their visit. It does not take into account later provision of requested materials or information through intra- or inter-library loan.

While focusing specifically on the ability of individuals to get materials and information, the objective also is intended to include library service in support of community organizations, groups, and agencies. These frequently also need information or materials to assist them in implementing their activities, conducting programs, and otherwise fulfilling their purpose. In serving groups, public libraries can serve a larger number of community residents satisfactorily through contact with one or more members of the group.

Recommended Actions

1) Public libraries should identify the needs of the community as individuals and groups.
2) Public libraries should evaluate current policies and procedures relating to selection, acquisition, and circulation of materials.
3) Public libraries should develop a service program responsive to the needs of the individuals and groups in the community.

4) Public libraries should reevaluate library performance and user satisfaction at regular intervals and revise service objectives accordingly.

5) Regional library organizations should assist public libraries in their region in the planning process including needs assessment, evaluation of current performance, establishment of goals and objectives, and staff development.

6) The Division of Library Development and Services will assist libraries in the planning process to include needs assessment, evaluation of current performance, establishment of goals and objectives, staff development, and regular evaluation.

7) Working with local libraries, the Division of Library Development and Services will develop uniform practices of gathering, analyzing, and reporting data on library use.

Sub-Objective 1.1 School Library Media Centers

By 1986, users of school library media centers will be increasingly able to obtain needed materials while browsing, specific author and title requests, and specific subject information requests in an appropriate format from their own school library media center.

Rationale

The school library media center program exists to support the educational goals for the system of which it is an integral part. The library media center collection represents the essential informational base of the instructional program. Each student interacts with a wide variety of resources to build and acquire skills, increase knowledge bases, and develop self-esteem and motivation. Specific recommendations such as identified in *Criteria for Modern School Library Media Programs* [28] exist for quantitative standards for school library media center services and collections. While school systems continue to work toward meeting these standards, there should be the added emphasis on students' satisfactory and successful use of existing media and materials in these collections. This implies a systematic evaluation program which considers student and faculty needs and wants as compared with the existing collections and school system curricula. [28] School systems should collect data which will enable them to develop highly useable collections.

Recommended Actions

1) School library media centers should initiate an ongoing assessment program to determine the success rate for which student and faculty information needs and wants are met by existing library media center collections.

2) School library media centers should initiate an acquisition program which responds to the identified needs and wants shown in the assessment program.

3) School library media centers should actively involve students and faculty in the assessment program for identifying patterns of use as well as in the acquisition program.

4) The Division of Library Development and Services will assist school system's library media services in establishing an effective program plan for meeting student and faculty information needs through technical assistance and inservice or staff development activities.

5) The Division of Library Development and Services will coordinate the establishment of uniform systems for collecting, analyzing, and reporting student and faculty use of resources.

Sub-Objective 1.1 Special Libraries

By 1986, users of special libraries will be able to obtain more satisfactory results in requests for materials and information.

Rationale

A special library exists to anticipate and meet the special information needs of their primary clientele. Each special library is tied to the goals and objectives of their parent institution. Special libraries should work to develop appropriate measures of performance which accurately portray their success in responding to user requests.

Recommended Actions

1) Special libraries should develop mechanisms to identify the information needs of their specialized clientele.

2) Special libraries should continually evaluate their capabilities to respond to those needs and adjust accordingly.

OBJECTIVE 1.2 By 1986, the number of users of public libraries will increase by 10 percent in each county where the number of users is less than 50 percent of the population.

Rationale

The number of users of public libraries varies throughout the state. If registered borrowers are used as a measure, the percent of the population varies from 17 percent to 75 percent of the population as reported by libraries in their 1979 annual statistics. [10] Fifteen of the 24 library systems reported less than 50 percent of the population registered as borrowers. At present, there is no uniform procedure for measuring use of the library that includes factors of registered borrowers, in-library users, family borrowing on one card, telephone reference, attendance at programs, etc. Services and resources developed to serve the identified needs of the community should result in more persons finding the resources of the library useful to them in satisfying their personal recreational and

informational interests. Activities to inform and stimulate interest in library services should be an integral part of every library service program. Those libraries already serving more than 50 percent of the population in their counties should set their own objective to increase the number of people served.

National research [32] shows that most adults engage in learning efforts either credit or non-credit. The same research shows that only 17 percent use libraries to support their self-educational efforts. According to *The Informational Needs of People on the Eastern Shore* [17] survey, about 11 percent of the people (adults 15 years and older) pursuing self-educational activities have used a library in their pursuits.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	1) Public libraries should identify needs of both users and non-users and design services to meet their needs.		
	2) Public libraries should evaluate current procedures and policies relating to selection, acquisition, circulation, and other aspects of service delivery that impact use of libraries.		
3) Academic libraries should promote public library services by informing academic library clientele of the types of materials and services available from public libraries.	3) Public libraries should develop a public relations program to inform the public about public library resources and services.	3) Through the instructional program, school library media centers should promote the use of public libraries for continued life-long learning (Project Basic).	3) Special libraries should promote public library services by informing special library clientele of the types of materials and services available from public libraries.
	4) Public libraries should explore alternative delivery systems to non-users who are geographically isolated in either urban or rural areas.		

(Continued)

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	5) Public libraries should respond to informal education needs of Maryland residents for information and materials and plan appropriate strategies to meet these needs.		
	6) The Division of Library Development and Services will coordinate the development of uniform practices of gathering, analyzing, and reporting data on library users.		
	7) The Division of Library Development and Services will reinforce and assist local library public information programs through statewide efforts.		
	8) The Division of Library Development and Services will work with those libraries which wish to conduct a comprehensive information needs assessment of their communities.		

OBJECTIVE 1.3 Maryland residents should be informed on a regular basis of library and media center resources and services through a public information program developed by each academic, public and special library, and school library media center.

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Rationale

Maryland residents are frequently unaware of the services and resources that a library can provide that will satisfy their information needs and their personal interests. At both the Maryland Governor's Conference [19] and the White House Conference on Libraries and Information Services, [37] citizens requested that public information programs be developed and maintained to keep the public informed of available services. This objective is aimed at increased public awareness of library and media center services by their current and potential clientele.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
1) Academic libraries should make known the range of services that they provide, services available from other libraries, and services available through cooperative relationships with other libraries.	1) Public libraries should develop a public relations program appropriate to that library and to the identified needs of the community.	1) School systems, with the support of school library media center programs, should develop public information programs focusing on the role of programs in meeting student and faculty needs and wants.	1) Special libraries should regularly inform their clientele of the resources and services available for their use from their own collections and from other libraries.
	2) Public libraries should plan to evaluate the effectiveness of all public relations activities and programs.		
3) Academic libraries should cooperate with local public libraries and school library media centers in the development, promotion, and evaluation of public information programs concerning available library services.	3) Public libraries should seek cooperation of media and community agencies for dissemination of information and programming.	3) School systems, with the support of school library media center programs, should cooperate with appropriate media and community agencies in public information activities.	3) Special libraries should open lines of communication between themselves and other types of libraries and school library media centers as to the services available to users other than their primary clientele.
	4) Regional resource centers should assist public libraries in their regions to		

(Continued)

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	inform the public of the services available to them through their local library. 5) Regional resource centers should continue support to member libraries in the design and production of public information materials. 6) Regional resource centers should provide staff development programs to improve each public library's capabilities for effective public relations.		

7) The Division of Library Development and Services will develop a statewide public information program to increase public awareness of library services.

8) The Division of Library Development and Services will work with libraries and school library media centers in developing and/or obtaining appropriate media programs and other resources that can be used in their own programs.

9) The Division of Library Development and Services will provide tools and techniques for evaluation of effectiveness of programs.

10) The Division of Library Development and Services will initiate and encourage training programs to assist staff in developing and evaluating public information programs.

OBJECTIVE 1.4 By 1986, Maryland residents will be able to obtain comprehensive community information services from their public library and to receive accurate information and/or referral to other appropriate agencies; 75 percent of the requests for information will be answered satisfactorily.

Rationale

Information needs surveys on the Eastern Shore, [17] and in Southern Maryland, [36] Baltimore City, [35] and Western Maryland [18] have shown that many persons needing information on the practical problems of

daily living either do not know where to obtain the information or are not satisfied with the information received. The surveys also indicated that few persons use the library as a place that can assist them with their information needs covering such topics as consumer economics, family life, health, energy, transportation, housing, and financial matters, despite the fact that many libraries have such information available.

Community information service in the public library is an expansion of the library's existing reference and information functions encompassing both the directing of clients to sources outside the library and coordinating the "usual" reference requests with an appropriate community resource. Community information involves a careful compilation of current information about: organizations, clubs, institutions, individuals, and agencies, and represents a wide range of information; information and referral; or information, referral, and follow-up services. The scope and type of service will depend upon local needs and the existence of similar services within a community. It is important that the library take either a lead or support role in providing the services.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
1) Academic libraries should cooperate with the community's information and referral service and provide information or referral as appropriate.	1) Public libraries should play a leadership or cooperative role with other community agencies in the development and delivery of information and referral services in each county.	1) School library media centers should cooperate with the community's information and referral service providing information and referral as appropriate.	1) Special libraries should cooperate with the community's information and referral service and provide information or referral as appropriate.
	2) Public libraries should assess the needs of the community for specific types of information needed and design appropriate services to meet the need.		
	3) Public libraries should serve as brokers providing information and services that link individuals and organizations with community and other resources to meet their need.	3) School systems, through the school library media center, should instruct students in methods of obtaining information on community resources and using community information services.	

(Continued)

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	4) The Division of Library Development and Services will assist by developing guidelines for assessing information needs, setting objectives, implementing activities to achieve objectives, and evaluating results.	4) The Division of Library Development and Services will assist by developing guidelines for the use of community information services and providing technical assistance in the implementation of those guidelines.	
	5) The Division of Library Development and Services will assist by enlisting cooperation of appropriate state agencies in providing information and services to libraries to meet user needs.		
	6) The Division of Library Development and Services will assist by providing opportunities, information, and assistance for library staff development and training activities.		

OBJECTIVE 1.5 By 1986, Maryland residents will be able to obtain the materials and information they request relating to employment, including educational opportunities and career selection. Seventy-five percent of the requests to public libraries and school library media centers for information in these areas should be filled satisfactorily.

Rationale

We no longer live in a society where a person chooses a job or career for life. The changing job market and changing life styles frequently require individuals to choose and train for one job or career while in high school or college and then repeat the process later in life. Research shows [38] that the average person changes careers three times.

18 The 1980 Maryland State Plan for Vocational-Technical Education [11] calls for increased emphasis on early

career planning and exploration from grade school on, training responsive to new occupational needs prior to job entry, and retraining for the current labor force to attain necessary skill levels to perform new occupational tasks competently. Household surveys in Southern Maryland [36] and the Eastern Shore [17] showed that a considerable number of adults, approximately 25 percent, engage in formal and informal educational pursuits to improve job skills, prepare for an occupation, be better educated, and for self-enrichment. When we consider the published unemployment rates, an unknown number of people who are under-employed for their education and training, dissatisfied with their present job, or who have given up in despair and are thus not counted in the unemployment rate, the magnitude of the problem becomes truly awesome.

As appropriate (some counties may have job information centers operated by schools, colleges, or community colleges), academic and public libraries, and school library media centers can provide materials and programs on careers, job seeking skills, opportunities for further study or skill development, referral to career counseling or employment agencies, test preparation materials, and financial aid information. Most libraries and school library media centers already provide materials and information to meet this need, and some with a filled request rate higher than 75 percent.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	1) Public libraries should update materials in the library's collection, gather information on community resources, including educational opportunities for employment and career selection, and conduct appropriate programming.	1) School library media centers should maintain current information on careers and on community resources for employment, including educational opportunities and career selections.	1) Special libraries should maintain current information on careers and on community resources for employment, including educational opportunities and career selection for their specialized clientele.
2) Academic libraries should cooperate with other appropriate campus agencies and plan programs to insure that employment, educational, and career information is available to students.	2) Public libraries should cooperate with other community agencies as a broker connecting users with sources of information on jobs and job counseling.		
	3) Public libraries should establish occupational and educational information centers, where appropri-		

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	ate, and where such centers do not already exist.		
	4) Public libraries should provide appropriate services to support literacy and English as a Second Language (ESOL) activities such as information and referral, provision of support materials, sponsoring of literacy/ESOL classes, or training of librarians as tutors.		
	5) Public libraries should cooperate with school library media centers, school career education programs, and multi-service centers to provide career information to students and adults.	5) School systems, with the support of school library media programs, should develop instructional programs which provide students with skills in using and obtaining information on employment, including educational opportunities and career selection.	
	6) The Division of Library Development and Services will assist libraries by enlisting the cooperation of appropriate state agencies and relaying information to public libraries and school library media centers.		
	7) The Division of Library Development and Services will assist by developing guidelines and staff assistance on the development and provision of such service.		
	8) The Division of Library Development and Services will assist by providing opportunities, information, and assistance for staff development and training activities.		

Goal 2

All persons engaged in formal educational programs will be able to obtain and use a variety of materials and services to meet their instructional needs.

Faculty and staff in educational agencies, institutions, and programs will be able to obtain and use a variety of instructional resources to meet the needs of their students as well as their own needs for research and professional growth.

These materials and services should be available within a timeframe and in a format satisfactory to faculty, staff, and students' needs through the library or school library media center of the institution with which the user is affiliated.

OBJECTIVE 2.1 By 1986, students, faculty and staff will be able to obtain the resources needed to meet their educational needs in or through their own school library media center or library.

Rationale

A major goal for academic libraries and school library media centers has been to establish collections which meet the educational needs of their students. Recommendations are available for both academic libraries and for school library media programs which describe collection development in quantitative terms. With the continued emphasis in school systems on unified media programs and involvement of library media personnel in the curriculum development planning process, school systems should develop the effectiveness of the collections in meeting their students' needs. Within higher education changing enrollment patterns, the introduction of new or altered academic programs at various levels of instruction, and the extension of academic programs to locations off-campus require libraries to reassess their collections, their acquisition policies, and their patterns of service to the non-resident student.

Many adults who dropped out of elementary or secondary school are also choosing to increase their skills or obrain a high school equivalency degree. According to the U.S. Department of Commerce, [33] 30 percent of Maryland residents over 18 do not have a high school diploma and half of them (15 percent of the total state) have eight years or less of schooling.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*
1) Academic libraries should assess students' instructional needs and develop the resources to meet those needs.	1) Working with school library media centers, public libraries should determine the local public library's support role in assisting student and faculty curriculum needs through, as appropriate, such activities as: advance information on assignments, special collections, and special programming.	1) School systems, through their school library media services office, with the cooperation of the Division of Library Development and Services, should initiate and support an assessment program plan for the analysis of students' instructional needs and the ability of school library media centers to meet those needs. 2) School systems, working through the school library media centers, should implement a program plan for acquiring instructional materials and resources necessary to support the school curriculum and student needs as identified in the assessment program.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*
3) Academic libraries should provide access for faculty, students, and staff to a variety of on-line computerized information services in support of the instructional programs of their institutions.		
		4) School system administrators and governing bodies should eliminate barriers to the use of school library media centers by encouraging such practices as: a) flexible schedules which allow student use of school library media centers; b) joint planning time for school library media specialists and faculty; c) extended hours beyond the school day where appropriate; and d) guidelines which encourage maximum student use of the school library, media materials, equipment, and facilities.
5) Academic libraries should cooperate with other libraries to provide library service to off-campus students where service to their students is inconvenient.	5) Public libraries should work together with academic libraries to insure adequate library service to off-campus students. Forms of such cooperation might include, but are not limited to: academic library materials loaned to a public library, academic library funds used to purchase materials permanently housed in the public library, or public library purchase of needed curriculum materials, where appropriate. 6) Public libraries should cooperate with adult basic education, high	

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Academic Libraries	*Public Libraries*	*School Library Media Centers*
	school equivalency, English as a Second Language programs, or independent study programs, as appropriate, in the local community.	
	7) The Division of Library Development and Services will, in cooperation with other Maryland State Department of Education and state agencies, assist in the development and delivery of these support services which would include technical assistance and staff development opportunities.	

OBJECTIVE 2.2 By 1986, students in Maryland schools (prekindergarten through grade twelve) will have increased their competence in library and reference skills by 10 percent as demonstrated on achievement tests.

Rationale

The Maryland Reading Scope and Sequence for Grades 1–12 [6] suggest a minimum for performance in reading skills among which are included certain library study skills in categories such as locating references and gaining information. These are only some of the instructional areas in library and reference skills which school library media specialists and teachers have the responsibility to introduce and reinforce. Each school system, with the assistance of the school library media personnel, will need to examine the results of their testing programs in relation to library and reference skills and make specific plans for improving the school library media skills instructional program.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*
	1) Public libraries should, in cooperation with school library media centers, provided support for library skill instructional programs through Project Basic competencies dealing with the public library.	1) School systems, with the leadership of their school library media services office, should implement and evaluate library media skill instructional programs within their curriculum offerings.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*
		2) The Division of Library Development and Services will serve as a clearinghouse for information on the instruction of library media skills. 3) The Division of Library Development and Services will support research evaluating the success of library media skills instructional programs within school systems. 4) The Division of Library Development and Services will encourage the integration of library media skill instruction within other curriculum programs.

OBJECTIVE 2.3 By 1986, Maryland students (prekindergarten through grade twelve) will acquire skill in finding and using information for solving problems of daily living.

Rationale

The Mission of Schooling: A Policy Statement of the Maryland State Board of Education, states: "Schooling is that set of learning experiences which leads to effective and satisfying adulthood. To be effective and satisfied as an adult requires a fundamental ability to cope with oneself and others in a variety of settings. Those settings include one's family, one's community, and one's place of employment." [22]

Libraries and school library media centers contain many of the print and nonprint resources which are useful to students to meet the wide range of competencies necessary for solving daily living problems. Access to these resources implies that students will not only be able to physically obtain them, but will also gain skill in using them. Therefore, school library media centers should provide a program which meets student skill needs.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*
		1) School systems, through their school library media programs, should provide the resources necessary to teach basic competencies in dealing with the problems of daily living.
		2) School systems, with the support of school library media programs, should instruct students in the use of these resources.
	3) Public libraries should cooperate with school libraries media programs and othe community agencies to assist students in finding and using information for solving problems of daily living.	3) School library media centers should enlist the cooperation of public libraries to meet the objectives of competency-based instruction. (Project Basic)

OBJECTIVE 2.4 Faculty and staff will be able to obtain materials and information for research and professional growth.

Rationale

Maryland public school systems employed 79,060.4 instructional and non-instructional personnel as of 1979–80. [8] The professional materials available to this client group varies widely from school system to system. Large systems may have professional libraries with considerable holdings and on-line search capacity, while other systems have no centrally located resources. Through a survey of school library media supervisors in March 1979 [8] and school system visits, it has been determined that there are 19 systems that do have some professional resources available centrally. Based on the need for educators to have current research-based information, the Division of Library Development and Services submitted and received a grant from the National Institute of Education called Project LIFE which was designed to increase Maryland's educational information capacity for the improvement of instructional practices (kindergarten through grade twelve). School systems would have access to information and services throught the State Media Services Center. By 1985, the school system, the State Media

Center, and other appropriate agencies will have increased their own information capacities and be a part of a state educational information dissemination system.

Maryland public institutions of higher education employed 6,303 faculty and 21,025 non-institutional staff in 1979–80. The materials and information services available to these users varies according to the type of institution by which these personnel are employed, although all of the publicly funded institutions do have libraries. As more of the libraries adopt computerized methods of operation, it will be possible to correlate patterns of use with patterns of collection development. As important, and in some cases more important than local computerized literature control, will be access to a variety of on-line computerized information services. Access to these information services will become increasingly important over the next five years, especially for researchers.[30]

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*
1) Academic libraries should assess faculty research and professional needs and develop the ability of academic libraries to meet those needs.	1) Working with academic libraries and school library media centers, public libraries should determine the local public library's support role in meeting the research and professional growth needs of faculty and staff.	1) School systems, through the school library media services office, with the cooperation of the Division of Library Development and Services, should initiate and support an assessment program of faculty research and professional growth needs and the ability of school systems to meet those needs.
2) Institutions of higher education, through their libraries, should provide for access to a variety of on-line computerized information services by faculty, students, and staff engaged in research.		2) School systems, through the school media services office, should establish and maintain professional collections, includng access to a variety of on-line computerized information services, which will contribute to the improvement of educational practices.
		3) The Division of Library Development and Services should provide information dissemination services to faculty and staff within school systems and Maryland State Department of Education for research and improved professional practice. (Project LIFE)

OBJECTIVE 2.5 By 1986, school library media center and academic library staff will participate in the development of the instructional programs of the school or institution.

Rationale

The primary purpose of the school library media program is to serve students', teachers', and administrators' instructional information needs; thus, the program must be an integral part of the schools' instructional programs. This means that school library media personnel must be active participants in system level and building level curriculum committees and instructional teams. Some systems automatically include the school library media personnel in the planning process as evidenced in curriculum documents, planning meetings, and ultimately, in instructional programs with extensive use of library media services by students and faculty. This concept has not been universally implemented in all systems.

The primary purpose of the academic library is to serve the student, faculty, and staff instructional and research information needs. Changes in academic programs, fields of research interest, and enrollment have important consequences for patterns of library use. Collections to serve new programs or research interests cannot be developed in a timely manner without advance planning and budgeting. Changes in overall enrollment or in the distribution of enrollment among fields of study will affect the demand for materials and services in the library. Decisions to eliminate programs or to change the focus of an existing program also affect the library. Library administrators need information about these types of changes in the institution to enable them to plan adequately for quality library services.

Recommended Actions

Academic Libraries	*School Library Media Centers*
1) Institutions of higher education should include library administrators and collection development staff in the assessment of library support required for new instructional programs.	1) School systems should involve school library media supervisory and building level personnel in the curriculum development process. 2) School systems, with the assistance of other educational agencies, should provide guidance and inservice to faculty and staff in the use of instructional resources. 3) The Division of Library Development and Services will initiate a revised system for facilitating the review and evaluation of new instructional resources, by school systems, using modern technology. 4) The Divison of Library Development and Services will promote the use of new instructional and informational technologies in the curriculum development process.

Goal 3

Residents of Maryland will be able to obtain library materials, not available in their local library, through that library's participation in a resource sharing network and other cooperative activities.

OBJECTIVE 3.1 By 1986, Maryland residents will be able to obtain, within a satisfactory timeframe, 88 percent of the items requested through a statewide resource sharing network.

Rationale

The variety and scope of requests and interests from users transcends the ability of any single library to meet the needs. Moreover, the rapidly increasing cost of materials, limited financial resources, and expanded use of libraries make it imperative that libraries plan and work together in developing collections and sharing resources. The increasing availability of rapid communications systems and new technology make this cooperation possible.

In fiscal year 1979, the Maryland State Library Network received 220,000 requests and filled 83 percent within the timeframe designated by the user.

Recommended Actions

Division of Library Development and Services	*State Board for Higher Education*	*State Library Resource Center*	*Regional Libraries*
1) The Division of Library Development and Services, with the assistance of the State Board for Higher Education, will work to expand the current statewide Union Catalog (Microcat) to include the current acquisitions of all public libraries, all publicly supported academic libraries, special libraries, and school library media centers, where appropriate. The Division of Library Development and Services will also work to provide interconnection with emerging national resource sharing networks.	1) The State Board for Higher Education will assist the Division of Library Development and Services in the development of the resource sharing network and the statewide data base.		

2) The Division of Library Development and Services and the State Board for Higher Education, with the assistance of a jointly appointed network advisory committee, will investigate methods for improving bibliographic control for a statewide data base and for possibly converting the data base into an on-line catalog.

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Division of Library Development and Services	*State Board for Higher Education*	*State Library Resource Center*	*Regional Libraries*
		3) The State Library Resource Center should improve its capacity to respond to requests from local libraries, develop more effective methods of referring requests to other libraries and school library media centers, and develop uniform methods of recordkeeping to allow statistical analysis of network data for management decisions.	3) Regional libraries should improve their capacity to respond to requests from local libraries and school library media centers, develop more effective methods of referring requests to other libraries, and develop uniform methods of recordkeeping to allow statistical analysis of network data for management decisions.
4) The Division of Library Development and ervices will work to implement full data base maintenance for machine readable bibliographic records contributed to MICROCAT at both statewide and institutional levels.			
5) The Division of Library Development and Services will continue to provide technical assistance and staff development activities to libraries and school library media centers enabling their full participation in the statewide resource sharing network.	5) The State Board for Higher Education will provide technical advice and assistance to academic libraries enabling their full participation in statewide networking activities.	5) The State Library Resource Center will continue to conduct staff development activities to improve network services.	5) Regional libraries will continue to conduct staff development activities to improve network services.

6) The Division of Library Development and Services and the State Board for Higher Education will investigate the feasibiltiy of the storage and retrieval of little used materials and last copy retention.

7) The Division of Library Development and Services and the State Board for Higher Education will develop policy governing reimbursement for costs incurred in lending materials through the network.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
8) Academic libraries should contribute machine readable data in the MARC format on their holdings to the statewide data base.	8) Public libraries should contribute machine readable data on their holdings to the statewide data base.	8) School library media centers should develop plans for effective networking within each county school system and contribute machine readable data on their holdings to the statewide data base, where appropriate.	8) Special libraries should contribute machine readable data on their holdings to the statewide data base when possible and where appropriate.
9) Academic, public and special libraries, and school library media centers should participate in the statewide resource sharing network.			

OBJECTIVE 3.2 By 1986, Maryland residents will be able to make maximum use of existing library resources through cooperative programs at the local and regional level.

Rationale

Users of all types of libraries can benefit from the appropriate sharing of resources and other cooperative programs among the various types of libraries that serve them. Collections, staff, equipment, and library sponsored programs may be shared effectively at the local and regional level. Cooperative efforts must be cost effective and mutually beneficial for all participants and not be in conflict with the primary responsibility of each library or the library's parent institution.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
1) Academic libraries should participate in multi-type library planning and information sharing committees in each county.	1) Public libraries should participate in multi-type library planning and information sharing committees in each county.	1) School systems, through the school library media centers, should participate in multi-type library planning and information sharing committees in each county.	1) Special libraries should participate in multi-type library planning and information sharing committees in each county.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	2) Public libraries should participate in the cooperative use of resources where appropriate, through mutual and reciprocal agreements with other types of libraries or agencies.	2) School systems, with the support of the school library media center, should participate in the cooperative use of resources where appropriate and through mutual and reciprocal agreements with other types of libraries or agencies.	2) Special libraries should participate in the cooperative use of resources where appropriate, through mutual and reciprocal agreements with other types of libraries or agencies.
3) Academic libraries should participate in cooperative acquistion programs that allow more efficient use of resources to meet users needs and requests.	3) Public libraries should participate in cooperative acquisition programs that allow more efficient use of resources to meet user needs and requests.		3) Special libraries should participate in cooperative acquisition programs that allow more efficient use of resources to meet user needs and requests.
	4) Public libraries should participate with other libraries and organizations in a coordinated approach to the collection and preservation of local history and records.		4) Special libraries should participate in a coordinated approach to the collection and preservation of history and records.
5) The State Board for Higher Education will appoint a library advisory committee composed of librarians and other representatives of the various segments of higher education to consider issues of mutual interest to academic libraries and to both academic and other types of libraries.			

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
6) Regional library resource centers, the Council on Governments, and the Cooperating Libraries of Central Maryland should provide encourgement, technical assistance, and inservice training to identify and develop cooperative library activities at the local and regional level.			
7) The Division of Library Development and Services will provide technical assistance, inservice training, and financial incentives to encourage the development of cooperative library activities at the local and regional level.			

OBJECTIVE 3.3 By 1983, state and local government officials and staff will be able to obtain through a public, academic or state agency library, or the State Library Resource Center, materials, information, and specialized assistance required in carrying out the responsibility of their agencies.

Rationale

Government officials at all levels need specialized information and materials beyond those normally held in government offices and libraries. It is appropriate that public libraries and the Regional and State Library Resource Centers provide special assistance to these agencies in response to their needs. The State Library Resource Center has instituted services to state government, the Western Maryland Regional Library Resource Center, and several public libraries have begun service to local government agencies. Through the network, the State Library Resource Center can become increasingly responsible in providing specialized information and assistance in assuring that these needs are met.

Recommended Actions

Academic Libraries	*Public Libraries*	*Regional Libraries*	*State Library Resource Center*	*Special Libraries*
1) Academic libraries should provide service to government agencies in those areas in which the academic libraries possess special collections or staff expertise.	1) Public libraries should assess needs of local government agencies and provide special staff assistance to meet their needs.		1) The State Library Resource Center should continue to develop services to state government.	1) State agency libraries should assess the needs of their agency and provide staff assistance to meet those needs.

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Academic Libraries	*Public Libraries*	*Regional Libraries*	*State Library Resource Center*	*Special Libraries*
	2) Public libraries should keep government agencies informed on a regular basis of library acquisitions or services in their field of interest.			2) State agency libraries should keep their agency staff informed on a regular basis of library acquisitions and services in their field of interest.
3) Academic libraries which serve as depositories for government documents should organize these materials for use and provide access to them.	3) Public libraries and regional resource centers should acquire and organize for use of all current publications relating to the county and/or region.		3) The State Library Resource Center should assist local libraries in locating needed information.	
			4) The State Library Resource Center should provide in-service training and other information to support local library service.	
	5) The Division of Library Development and Services should provide assistance in the planning and evaluation of these services at state and local levels.			

Goal 4

Those Maryland residents with limited access to library service because of physical, emotional, or mental impairment or restricted mobility will be able to receive library services to meet their educational, recreational, and informational needs.

OBJECTIVE 4.1 By 1986, 15,000 blind and other severely disabled residents who cannot use normal print materials will be able to obtain materials and information to meet their needs from the Maryland State Library for the Blind and Physically Handicapped or a cooperating library.

Rationale

According to the American Foundation for the Blind, [2] approximately 60,000 Maryland residents have sufficient difficulty handling print materials to qualify legally for services and materials from the Maryland State Library for the Blind and Physically Handicapped. These include approximately 20,000 visually handicapped, 20,000 legally blind, and 20,000 with severe physical disabilities. The Library for the Blind and Physically Handicapped is reaching about 10,000 blind and physically handicapped with services as of June 1980.

Some needs of the blind and physically handicapped for library service were revealed in the Division of Library Development and Services 1978 study, *Needs of Visually and Physically Handicapped Library Users*. [3] It showed that the overwhelming majority reported using the Library for the Blind and Physically Handicapped for recreational materials and that current users are unaware of the full range of services offered by the Library for the Blind and Physically Handicapped such as the information and referral services, special recording of material, and services to students.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Library for the Blind and Physically Handicapped*
1) Academic libraries should make known to the appropriate members of the college and university community the services of the Library for the Blind and Physically Handicapped.	1) Public libraries should inform their community of the services of the Library for the Blind and Physically Handicapped and serve as a linking agent to assist community residents to gain access to services of the Library for the Blind and Physically Handicapped.	1) School systems, with the support of school library media centers, should provide public information to students, parents, and faculty on services and resources available for blind and other physically handicapped.	1) The Library for the Blind and Physically Handicapped will initiate a program of public information on the services and resources available for blind and other physically disabled people who cannot use print materials.
2) Academic libraries should identify the visually handicapped and inform them of services locally available as well as through the Library for the Blind and Physically Handicapped.		2) School library media centers should provide blind and physically disabled student with resources in an appropriate format.	2) The Library for the Blind and Physically Handicapped will seek to cooperate with schools and academic institutions to identify potential users and develop programs to meet special needs of students.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Library for the Blind and Physically Handicapped*
	3) Public libraries should make available large print collections and other aids to meet the needs of the visually impaired.	3) School systems, with the support of school library media programs, should identify special information services and programs for blind and physically handicapped students through appropriate communication activities.	3) The Library for the Blind and Physically Handicapped will improve communications and services to users through appropriate activities such as: establishment of additional subregional libraries, information and referral services, special interest bibliographies, union list of large print books, and an expanded volunteer program. 4) The Library for the Blind and Physically Handicapped will evaluate performance in relation to user needs and revise service strategies accordingly, if warranted. 5) The Library for the Blind and Physically Handicapped will seek the cooperation of other agencies and groups in identifying potential users. 6) The Division of Library Development and Services will increase staff at the Library for the Blind and Physically Handicapped and use appropriate technology as necessary to provide improved service.

OBJECTIVE 4.2 By 1986, deaf residents will have access to a full range of library services.

Rationale

Gallaudet College estimates the deaf community in Maryland has 282,000 hearing impaired of which 141,000 have substantial hearing loss in both ears. Approximately 37,000 are completely deaf, and 8,000 are prevocationally deaf or deaf before the age of 19. Seven public libraries currently have telecommunication devices for the deaf, machines, and provide other special services to the deaf. Hearing impairment should not be a barrier to use of libraries and participation in library activities.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	1) Public libraries should identify individuals and organizations in the deaf community and develop plans with them to meet the needs of the deaf community.	1) School systems, with the support of school library media programs, should identify and provide appropriate resources for the deaf and hearing impaired students.	
2) Academic libraries should make available their teletypewriters for use by the deaf.	2) Public libraries should inform the deaf community of special library services to meet their needs.		
	3) Public libraries should train at least one staff member in each system in signing and fingerspelling. Depending on the size of the population, more may need to be trained.	3) School library media centers should provide deaf and hearing impaired students with the full range of services and programs, using specified communication methods.	

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
	4) The Division of Library Development and Services will evaluate current services provided by telecommunication devices for the deaf and make recommendations for further telecommunication device installations or a statewide or regional telecommunication device network, establish liaisons with statewide deaf organizations, and conduct deaf awareness programs.		4) The Division of Library Development and Services will provide consultant service and inservice training opportunities to the staff of the Maryland School for the Deaf.

OBJECTIVE 4.3 Maryland residents with physical disabilities that preclude access to library facilities and resources will be able to have barrier free access to libraries.

Rationale

Section 504 of the Rehabilitation Act of 1973 [27] requires institutions to remove architectural barriers to afford disabled individuals the same accessibility to public facilities and programs as non-disabled individuals. A recent study of Maryland public libraries (14) indicates 22 library systems are now basically accessible (at least one facility is accessible to the disabled), and as of June 1980, 15 public library systems are working on accessibility plans. Full accessibility is defined as the ability of a person in a wheel chair to get into the front entrance, move easily from area to area, and restrooms with wide stalls and grab bars.

School systems are also required to comply with the law.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Special Libraries*
1) Academic libraries should work with the institutional coordinator to implement Section 504 of the Rehabilitation Act of 1973 to develop a plan to remove architectural barriers to access.	1) Public libraries should work with the county appointed coordinator to implement Section 504 of the Rehabilitation Act of 1973 requiring institutions to remove architectural barriers to access the disabled and develop an appropriate plan.	1) School library media centers should work with school system officials to implement Section 504 of the Rehabilitation Act of 1973 to make resources and services accessible to the physically disabled.	
	2) The Division of Library Development and Services will assist public libraries to develop plans for necessary building modifications.		2) The Division of Library Development and Services will provide technical assistance and financial support for the Maryland Rehabilitation Center.
			3) The Division of Library Development and Services will encourage continued cooperation with other institutions serving this clientele.

OBJECTIVE 4.4 By 1986, homebound residents and residents in nursing homes and long term care hospitals in every county will be able to obtain appropriate materials and services to meet their informational, educational, and recreational needs.

Rationale

Confinement at home or in a nursing home or hospital should not be a barrier to receipt of library materials and services. Libraries, alone or in cooperation with other community agencies, should be able to devise methods of delivering desired materials. Approximately 10 public library systems, as of June 1980 provide delivery service to the homebound or those in nursing homes.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*
	1) Public libraries should identify potential users and determine their needs.	
2) Academic libraries should cooperate with other local agencies to provide services to homebound clientele.	2) Public libraries should develop programs for those homebound and in nursing homes, including regular delivery of material, books by mail, deposit collections, and programming.	2) School systems, with the support of school library media programs, should provide materials and resources to those students who require home instruction.
	3) The Division of Library Development and Services will assist with appropriate guidelines and inservice training programs.	

OBJECTIVE 4.5 By 1986, residents of correctional, and health and mental hygiene institutions will be able to obtain information and materials to meet their identified needs.

Rationale

Approximately 20,000 individuals are in state institutions of which 8,533 are in state correctional facilities, including the Patuxent institution; 7,520 are in health and mental hygiene facilities; and 310 are in the Maryland Rehabilitation Center. An additional 3,600 are incarcerated in local jails and detention centers at any one time. Six of the seven major correctional institutions offer library service to inmates, but none of the smaller pre-release or contract centers have libraries. Twenty-eight of 32 health and mental hygiene facilities offer some library service, but most libraries are not staffed by professional librarians.

A Division of Library Development and Services sponsored needs assesment of residents and staff in state correctional institutions, the *Inmate Information Needs Survey*, [34] revealed two key needs: 1) inmates still considered themselves functioning heads of households and desired information about community services for their families, and 2) many of the inmates were illiterate.

A *Department of Health and Mental Hygiene Needs Assessment* [16] identified the most crucial need to be for educational, vocational and other information to prepare the resident for reentry into society. Institutional staff requested increased increased library support for therapeutic efforts and a wider range of library programming of interest to patients/residents of the institution.

Recommended Actions

Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Institutional Libraries*
1) Academic libraries should provide services to residents of local jails, detention centers, or state institutions who are enrolled in a post-secondary program.	1) Public libraries should, where needed and appropriate, provide library service to residents of local jails and detention centers and state correctional and health and mental hygiene institutions.	1) School systems, through school library media programs, should provide access of federally funded resources to institutionalized students who would normally have access to these materials.	1) Institutional libraries should provide material resources reflecting the different reading levels, languages, special interests, and ethnicities of the residents.
	2) The Division of Library Development and Services will work with public libraries to develop mechanisms for serving populations of county jails and detention centers.		2) Institutional libraries should provide resources to support institutional educational programs (adult basic education, high school equivalency, college level) and participate in curriculum development.
			3) Institutional libraries should help residents maintain broader contact with the community during the period of institutionalization. The information and referral service should be maintained and improved.
			4) Institutional libraries should provide support resources to assist staff with the rehabilitation and therapeutic process.
			5) Institutional libraries should work to involve institutional staff in library activities and programs.

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Academic Libraries	Public Libraries	School Library Media Centers	Institutional Libraries
			6) Governing administration of correctional, and health and mental hygiene libraries should make library and information service available daily, including evening, weekends, and holidays.
			7) Governing administration of correctional, and health and mental hygiene libraries should provide adequate space and operating support for library services.
			8) Governing administration of correctional, and health and mental hygiene libraries should support a professionally managed library with staff with pay commensurate with other professionals at their level.
			9) The Division of Library Development and Services will continue support of access to Legal materials (LASI—Library Assistance to State Institutions) and decrease delivery time for materials.

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Academic Libraries	*Public Libraries*	*School Library Media Centers*	*Institutional Libraries*
			10) The Division of Library Development and Services will encourage institutional libraries with student populations to provide certified school library media specialists and to develop school library media centers.

OBJECTIVE 4.6 Students with special needs (as identified under Public Law 94–142) will be able to obtain instructional resources in an appropriate format to meet their educational needs.

Rationale

The Education for All Handicapped Children Act of 1975 [26] and the Maryland State Department of Education Bylaw 13.04.01 [20] requires that children with the following disabilities be "given a free appropriate education in the least restrictive environment." Those covered are the hard of hearing, deaf, speech impaired, visually handcapped, seriously emotionally disturbed, mentally retarded, orthopedically impaired, otherwise health impaired, deaf-blind, multi-handicapped, or learning disabled. This educational program implies appropriate instructional material support.

Recommended Actions

School Library Media Centers	*Library for the Blind and Physically Handicapped*
1) School systems, through their school library media center programs, and other educational institutions, should supply resources to meet identified needs and trained media staff to work with students with special needs.	

(Continued)

School Library Media Centers	*Library for the Blind and Physically Handicapped*
2) The Division of Library Development and Services will, in cooperation with the Maryland State Department of Education's Division of Special Education and local education agencies, assist in identifying instructional resources which meet identified student needs.	2) The Library for the Blind and Physically Handicapped will work with the school library media services branch and the Division of Special Education to identify students and provide special assistance.
3) The Division of Library Development and Services will, in cooperation with the Maryland State Department of Education's Division of Special Education and other appropriate agencies, provide consultant services and instruction in identification, selection, use, and production of resources to meet specified student needs.	

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